S
371.2005
P11s c.2

Montana State Library
3 0864 1006 6595 2

STATE DOCUMENTS

MONTANA SCHOOLS

Volume 19, Number 7 | Office of the Superintendent of Public Instruction, Dolores Colburg, Superintendent | April, 1976

POETRY IN SCHOOLS

In Myself
My form sits in class
with a faint murmur of x + y + z
but my soul soars outside the closed walls
over mountains and forests
like an eagle
I fly
I sit at home my mind in a song
I float with melody
my body sits empty
my eyes looking clear
but I am not there
I fly to the sky's end
I am an eagle
today I fly
Tomorrow I take out the garbage.

Lorri Vinion
Russell Elementary
Missoula

Students whase "minds are in o sang" ore learning how to sing paetically with the help of five poets who have been warking in Mantana schaals. Fram Pryar to Brawning and from Miles City ta Carvallis, the paets have made week-lang visitations and ane taak up o yeor's residency in a large schaal system as part af the Paetry-in-Schoals program.

The purpase af paetry in the schaols is ta enhance students' awareness af expressian and ta pravide a special apportunity far experience with paetry canducted by o paet/teacher free from ather teaching respansibilities. The Mantana Arts Cauncil, a gavernor's cauncil far suppart of the arts, has the jab af finding quolified poets and coordinating their activities with the schaals.

(continued on page 4)

EDUCATION IN CHINA

by John Fero

John Fero, principal of Plummer Elementary School in Libby, visited the People's Republic of China for three weeks this winter as a participant in the Kellog-Extension Education Project, and he has generously provided Montana Schools **with a description of education in China. Speaking of generosity, Fero emphasized that all of the 32 KEEP agents who toured China feel obligated to share their experiences, since they are participating in a study and travel program aimed at making them more effective and active community leaders. Fero estimated that probably not a school in Montana is more than 100 miles from one of the agents and that they would welcome an opportunity to share their experiences through lectures and slides. KEEP is a program of training for community leaders funded by the Kellog Foundation and the Agricultural Extension Service. Inquires about a guest lecturer should be directed to Jim Sargeant, Coordinator of the China Study Group, Agricultural Extension Service, Extension Service Building, Montana State University, Bozeman 59715.**

Imagine yourself as a teacher stepping into your first classroom. Facing you are between 45 and 65 students sitting in a room with no heating. The temperature is below freezing and sometimes will drop to zero. You have no teaching tools except your textbooks, no bulletin board, and only one chalkboard at the front of the room. You will be in the classroom from 8 a.m. until 4 p.m. For this will be paid $15 a month and you can look forward, in a number of years, to a top salary of $35 a month. If you can put yourself in this situation, you can understand teaching in the schools of the People's Republic of China.

No educational system can be fairly evaluated with only a few short visits to the classrooms. However, the visits of the KEEP study-travel

(continued on page 2)

Photographs by John Fero

EDUCATION IN CHINA

(from page 1)
cont'd

group gave some Montanans an insight into educational development in the most populous country in the world.Education in China certainly is an important priority and in a sense is continued well after students leave the classroom. Much of the emphasis in education is on political education and this continues formally for Chinese of all ages. The indoctrination to the philosophies of Communist Party Chairman Mao Tsetung, and of Marx and Lenin are developed at a very early age in a structured school setting and continues in a structured political, social and home life.

According to the principal of the primary school in Nanking that the KEEP group visited, school is a place where the successes of the revolutionary cause are linked to the society and also a place were the bourgeoisie and proletariat attempt to win the younger generation to the continued struggle of the masses. Education must serve proletarian politics. The Chinese educators were quick to point out that there is no separation between the teachers, administrators and students in their goal in education which is following the Communist Party's education philosophy of moral development. Moral development means political education and the teaching of the party and of Chairman Mao, and includes instruction about which class systems are enemies and which class systems are friends of the People's Republic. It teaches that the victory of the Chinese cultural revolution is a victory for the people of the world and that the overall goal of education is to cultivate communist ethics in all of the students in both the primary and middle schools.

The Chinese educators indicated to the KEEP group that before the great proletarian revolution in 1966, schools followed the traditional Chinese educational system of book knowledge without practical experience. The emphasis today is on combined practical application and experience along with book knowledge. To provide this portion of Chinese education, school factories have been established in every school in China.

Each school has a factory that produces a variety of things for use in the local political sectors of which the schools are a part. In the primary school factory the KEEP group visited, students of the third and fourth grades were constructing filters for automobiles and trucks; in the middle school, students were producing flashers, or blinkers, for automobiles; in the university, students were making milling machines for different types of metal materials. The purpose of the factories is to teach the love of physical labor and to teach a skill, while producing a useful item. Factory instruction and work are integrated into the school day so that all students at some time have an opportunity to participate.

State operated nursery schools are conducted for nearly all children beginning at age 1½ and continuing to age 3½. This is not compulsory but many children attend. At age 3½ nearly all children participate in the state kindergartens and continue to attend through the age of 6½ to 7. Many of the kindergartens begin very early in the morning when parents on their way to work drop their children at school between 6:30 and 8 a.m. and pick them up on the way home in the evening between 5 and 6 p.m. In some areas, children stay in the kindergartens all week long and go home with their parents at the end of the week.

Public nursery schools and kindergartens are provided in China before compulsory education begins. These kindergarten students in a Nanking school are bundled up against the cold which generally goes unrelieved by heating in the classroom.

Compulsory education in China is based on a 5-5 system with children beginning the first grade at the age of 7 and completing the primary school at the age of 12. Students begin the middle school, which compares to our junior high and high school, at the age of 13 and complete those five years at approximately 18 years of age. Following graduation from the middle schools, students are required to work two or three years at an agricultural commune, in a factory, or in the army before they can be selected to go to a university. All universities have three year programs.

In grades one through three the subjects are politics, Chinese language, arithmetic, physical training, drawing, and singing. In the fourth grade, the schools add a subject called common knowledge which includes industry, agriculture, hygiene, and history. Starting in the seventh and eighth grade middle school level, geography and foreign language are included in curriculum.

The length of the school day for students in the primary school was from 8 until 11 in the morning and from 1 to about 4 in the afternoon with a 15 minute recess between classes. All schools in China operate for ten months beginning in March

The huge public area known as Tien An Men Square is a popular site for field trips.

with a one month vacation in August and another in February. Vacations are scheduled so students can do useful activities to enhance their political consciousness and development outside of the school. During this time, a heavy emphasis is placed on agriculture which is stressed throughout the society. Children are encouraged to serve during their vacation time by doing such things as repairing desks and chairs, cultivating trees, and performing other useful activities around their neighborhood.

Students must pay a small fee to attend school. Each student in the primary school pays $1.50 per semester and about $1 per semester for books. In the middle schools, students pay approximately $3 per semester for tuition and $1.50 per semester for books.

Physical training, both curricular and extra-curricular, is heavily stressed in both the primary and middle schools. In the primary school the KEEP group visited, students participated in sports activities such as gymnastics, track and field, ping pong, volleyball and basketball.

The last period of each day in both primary and middle schools is devoted to extra-curricular activities. In addition to physical activities, there are such activities for primary school students as calligraphy, science and technology, storytelling, horticulture, drawing, singing and dancing, and musical instruments. The KEEP group was entertained by a superb performance of singing and dancing at the Nanking Primary School. Each class has a group that performs for visitors and at factories or communes. In the middle school, extra-curricular activities are similar to the primary school but with more alternatives. In addition to sports activities, middle schools offer acupuncture, literature, rifle teams, chemistry and physics.

Field trips are an integral part of the educational system. Their purpose is to provide practical experience outside of the school and to relate it to classwork. Teachers and students together plan these activities to illuminate the subject students are studying.

In the middle school, students take basic instruction in the subject areas of politics, Chinese language, mathematics, foreign languages (about 60% of the students take English), chemistry, history, geography, basic knowledge of agricultural production, hygiene, physical training, music and fine arts. In addition there are extra-curricular acitivies.

Graduating students are not entitled to select the professions that they wish to enter; students are recommended for their careers by teachers in the middle school. A student who excells in the extra-curricular activity of acupuncture could be selected for training as a "barefoot" doctor (rural doctor) or as a worker in the local hospital.

Physical training and activities including some games from the West are emphasized in China. These Peking players are involved in an intra-school contest.

The number of students selected for each job or profession is determined by the needs of the local central government and by the state government. If a local or state government informs a school that twenty-five teachers are needed from that middle school, twenty-five students will be selected and directed to teacher training.

Students are encouraged throughout their schooling to go to the countryside and help the local peasants in the fields. Students who show interest in agriculture are given a preference by teachers to do this type of work. Presently, the People's Republic of China has established production of food as the first national priority with production in heavy industry second and light industry third; these priorities are reflected in career quotas. Students may aim for a particular job or profession, but they are not guaranteed their choice.

Chinese schools usually include factories where students make useful items. A student in a Nanking school is concentrating on the construction of a filter for trucks.

Following graduation from the middle school, students must perform their two or three years of mandatory state service before they have an opportunity to attend a university, which is considered a high honor. Selection of students for the universities is made in peer groups in the army, communes and factories, and the primary criteria is political consciousness and dedication to labor for the state. Also candidates for university admission must be unmarried, between the ages of 20 and 25, and in excellent health. Tuition and a salary are paid by the political sector, factory or commune from which students come.

Higher education in teacher training is organized somewhat differently than other university programs. Because universities have not been able to provide enough teachers for the growing population, some of the best students in the middle schools are selected to go almost directly into teaching after their two or three years of state service. These teachers are trained in political works and take part in inservice programs throughout the school years. Salaries are determined by the number of years of service and the mastery of teaching techniques, but a formal salary schedule such as we know it does not exist.

The administrator of the school is called the Vice-Chairman of the Revolutionary Committee of that particular school and is selected by the teachers on the basis of political consciousness. Administrators teach some classes during each week, but most of their duties are administrative. It is important to note that the effectiveness of teachers and administrators is judged by their political consciousness and effectiveness of teaching the political philosophy of the government. The curriculum for each school is determined by the central municipality of the city or countryside where the school is located. These selections are made on recommendations from the central committee in charge of education at the national level.

The state helps each school financially by giving it approximately $15 per pupil. This amount and the tuition appeared to be the primary expenditure for elementary and secondary education.

An interesting idea the KEEP group encountered in discussing textbooks and examinations is that the Chinese believe no examination should pressure students to merely learn book knowledge for tests. During examinations, students are encouraged to consult their textbooks and other students in finding answers. The import skill is to be able to know how to find answers and not necessarily to be able to show rote memorization.

Visiting China is like stepping into another world. The Chinese and American educational systems are so different that there is little basis for comparison. Generally most KEEP members seemed to believe that the Chinese schools were much less sophisticated than ours, and the Chinese educators are quick to agree that they have a long way to go.

The primary strengths of the Chinese schools are a heavy emphasis on practical application of all things learned in school and a great efficiency of operation in relation to their resources. The schools have few discipline problems because they are autocratic and every activity is expected to be purposeful, yet the students appeared to be happy and enthusiastic about being in school. Another positive aspect is that the goals of education are commonly shared among parents, students and school personnel.

From the point of view of American values, the most disagreeable part of Chinese education is the lack of individuality. Alternatives for education and choices for students about their careers simply do not exist. There is no opportunity to question or disagree with the school or the political system. Along with the lack of individualism is a failure to treat individual learning problems such as the needs of the gifted and the slow learner.

However, given the conditions of the need to educate masses of people with limited resources for education, the Chinese probably are making the best of the facilities, teaching tools and human resources available to them.

Montana Schools is distributed in the public schools and to the members of boards, associations and organizations concerned with education in Montana. Copies are available on request, and comments are welcome.

Montana Schools is published monthly (except June, July and August) by the Superintendent of Public Instruction, State Capitol, Helena, Montana 59601. Mark Thompson, Editor, (406) 449-3449.

(continued from page 1)

Except for the residency, the poets stay in each school for a week, working with the same three or four classes each day. During that time, they are trying to reach the imaginations of students and evoke meaningful word images. That means encouraging sensory awareness, helping students to question assumed realities and to develop confidence in their expression of feelings. The poets serve up a combination of readings, informal discussion and a whole bag of tricks for getting students to write.

And so we have John Holbrook, poet in residence in the Missoula elementary schools, reading to a 3/4 grade combination class a poem he wrote aabaut his "grandpo's" fist. Halbrook had spent most of the class with easy, comprehensible poems and had shared anecdotes abaut pranks from his childhood before presenting this poignant picture of his ailing grandfather.

And we have Elizabeth Libbey with 25 fourth grade students sprawled around her feet, all with their eyes closed and wondering about—well, who knows what they are wondering?

And we have Jone Bailey challenging students to explain why contrasting objects can make interesting subjects for poems. "Why is an egg like an eye?" she osks.

Montana Schools was not able to visit all the poets in the classrooms, but we know from the 1975 student anthology of the poetry program, (I Am An Unkown Greatness, Montana Arts Council, 1975) that Ann Weisman likes to work with the theme of masks, asking students to imagine they are a season or an animal and to write about the world from that altered frame of mind.

The poets have their private reasons for doing what they do and their own interpretation of the purpose of teaching poetry in the classroom. A common idea among them is the importance of making real to students what is happening in their imaginations and feelings.

According to Libbey, "So much emphasis is put on the 'real world,' on learning responsibility, that there is very little in a school geared to what is inside a person. If the outside world doesn't care what's inside a person, then he has to care. Poetry is a way of expressing that."

Poet David Long wrote in the anthology that he looks for that "raw edge in somebody's language," the exposed nerve that urges a student to "utter a line like nobody in the history of the universe has come up with before." He adds that he is continually amazed that a student in the back of some English class on a Thursday morning can create that new image.

Holbrook said he sees the purpose of his job as helping what already is happening in the classroom. He said he doesn't believe students express themselves as well as they should. "The poets program is designed to help kids learn the fun of expression, to learn that it's fun to play with words and to get serious with words. We're trying to tell them that writing a good poem can be like hitting a home run."

To Patricia Simmons, program director for the Montana Arts Council, one of the best justifications for poetry in the schools is a concern for the basics. She said, "The schools are under fire for not teaching students how to read and write. I think the poets program is a way schools can work on that. One of the most important things to teach kids is to say what they mean, so that as they learn they can express themselves about it."

Another value of the program is the instruction it provides for classroom teachers. A poet-teacher workshop is a part of every visitation, and teachers are encouraged to sit in on the classes, to assist in preparation for the visitation and even to write their own poetry as the week passes.

Jim Poor, art supervisor for the Great Falls schools, said, "I can't think of anything that's had a greater impact on our teachers for the language arts. We can see an attitude change in the teachers about how kids think, how they create."

Weismon can add other examples of the generative effect of the poetry program. She said she knows a teacher who uses poetry to help inspire art classes and another who teaches—would you guess it?—biology with the assistance of poetry. Certainly not all teachers feel confident about teaching poetry, but as Poor pointed out, the receptive teachers often pick up where the poet leaves off and include poetry regularly in course work.

One of the nicest features of the poetry program is the fact that financial assistance is available to schools for it. The Montana Arts Council provides $150 to match on equal amount from participating schools for each poet-week. The Office of the Superintendent of Public Instruction provides the Arts Council with a grant for extra assistance to those small and isolated schools that may not be able to raise all of the cash match. Simmons said any seriously interested school staff should inquire about the program. The address is Montana Arts Council, 235 Pine St., Missoula 59801, 543-8286.

Scheduling is underway for the next school year, and Simmons said interest in the program is increasing. Last school year, 70 Montana schools sponsored 75 poet-weeks. She said 88 visitations already had been completed as of March, and she estimated that by the end of the school term, 75 schools will have completed 95 poet-weeks.

So the program is healthy. The National Endowment for the Arts, which provides the Arts Council with part of its funding, has not only maintained the program while it is reducing support of poets-in-schools program in other states, but has actually increased funding for Montana's poetry program next year.

Jane Bailey

passing indian john hill

passing indian john hill
& 11 cows chewing on riverbed
driftwood & riverstones
later on a graveyard
enclosed by cyclone fence
& montana cattle car
nothing moves
but this pane of glass
too cold for hand or tongue
passing indian john hill
you ask about indian john
i give you the cows & driftwood
gravemarkers & cold gloss
ask if we can go faster

Kim Anderson
Sentinel High School
Missoula

Rain is like a teardrop
that is running down
the face of the air.

Plenty Coups High School
Pryor

Fall

Invisible the wind that howls.
falling leaves all around.
Sky darkening earlier every night
Everything changes like
the changing of the jackrabbits

Ella Crawford
Browning Junior High

I Have Always Dreampt of Fly Away Hands

I have always dreampt of my father's hands.
5 o'clock sweat, raising children is dirt.
Crop failure hands with thistles under his fingers,
made of plows.
I have always wanted to own them,
passing year hands.
I know I could wear them well,
with every finger as a child.
I could hold them and
pray they don't fly away.

Mary Anne Miller
Ronan High School

Poems reprinted by permission of the Montana Arts Council.

Elizabeth Libbey

John Holbrook

Dresses are bad
Blue jeans are the best
especially when they are faded
They seem to go with everything
but your mother.

Michelle Kemper
Rattlesnake Elementary
Missoula

Beside Myself

Beside myself, I am alone.
Alone with all my thaughts.
I live alone. I die alone.
I have no one but myself.

I don't live behind bars.
I am in jail in myself.

Anita Arcannel
Browning Junior High

The Changes of the Seasons

I am that great emperor that tells the trees
to drop their used clothing and settle back for a relaxing time.
I control the geese, shooing them north.
They dare not stay when my anger turns to cold, harsh emotions.
I freeze life away. I blow my winds strong. Power, power, power . . .
my life, my self, my way of living. My want for company
mellows my temper. I welcome the songbirds
to homes I have prepared. The trees dress in their finery
and flowers dance at the order of my breezes.
I scorch them. I burn them. I cool them.
I haven't time or patience to stay spring, summer, winter, fall.
I am an unknown greatness.
An ananymous king.

Kelly Kunz
Whitehall High School

Rules for Kindergarteners

Don't go by a ship making big waves.
Don't drive like a cop.
Don't go in the forest unless you know there's not too many animals.
Don't go by red ants.
Have thunder rods on your house.
Don't jump over the mountain.
And don't climb mountains either.
Don't go by grizzly bears.
Drive your combines slow and straigth.
Don't push logs out into the river.
Do get messy when you eat chocolate cream pie.
Don't get near a witch.
Be funny like a clown.
Don't get lost.

Darin, Bruce and Kevin
Carter Elementary

When I am in bed I hear
cars rambling by
and my dad watching T.V.
in the other room
and talking with my mom.
And have you ever thought
about dying?
I sit there in bed with my
nose plugged up,
having to go to the bathroom,
afraid to get up
in case my dad hears me
and spanks me.
Thinking of my bird, just
like he's in jail, I get up
and pet him, and go back
to bed.

Terry Murphy
Central Elementary
Missoula

I Spilled My Milk

I spilled my milk,
the river flowed rapidly through
the spinach
and down between the deep
crevices of the baked potato
and off the cliffs of roast beef,
down into a pool of gravy
where it waited to be tended to.

Dave Raykowski
Missoula Elementary Schools

Eyes Like A Black Sun

Once I saw a cat, but I never saw it again. It had fur like the inside of a pillow,
like the black of a
witch's hat, like a sweater worn by a star, like the moon putting on its shadow,
like a fish eating
smoke fire. The cat went into the river where he lives. I see footprints in the
snow. I hear fighting
under the water. At night I dream of an eye shining like a black sun.

Grades 1 & 2
Collins Elementary
Black Eagle

Telescopes

Once we dissected a frog
in science. The teacher
cut him open
but didn't kill him.
He killed the part of his brain
that feels.
He exposed his heart
and we all had to go up
a row at a time
and watch its heart pump.
We had to put our fingers on it
feel it working.

The next day when
we came back to school
the frog
pinned to its cardboard deathbed
was in the garbage can
a Kleenex stuck in dried blood
around its heart. Suddenly
someone yelled "It's still alive!"
and I looked and there
through Kleenex
the tiny beating.

Susan Murdoch
Great Falls High School

Where I Sit

As I sit on the sun bathed porch,
I see the cats on the rug asleep.

The dog runs by chasing a butterfly
barking with happiness. The smell of
bread baking and supper cooking puts
me in a trance. My father walks by
whistling a strange song. A hawk flies
over looking for food.

And here I sit and let my life age.

Susan Compton
Heran Elementary

A Great Love Poem of All Time

Stephanie can't live without Gregg,
Anita is Brian's dream come true,
John and Paula are inseparable,
Jason is the cutest curly-haired kid,
Cindy is just fantastic,
we're all in love,
and everything is roses.
this week

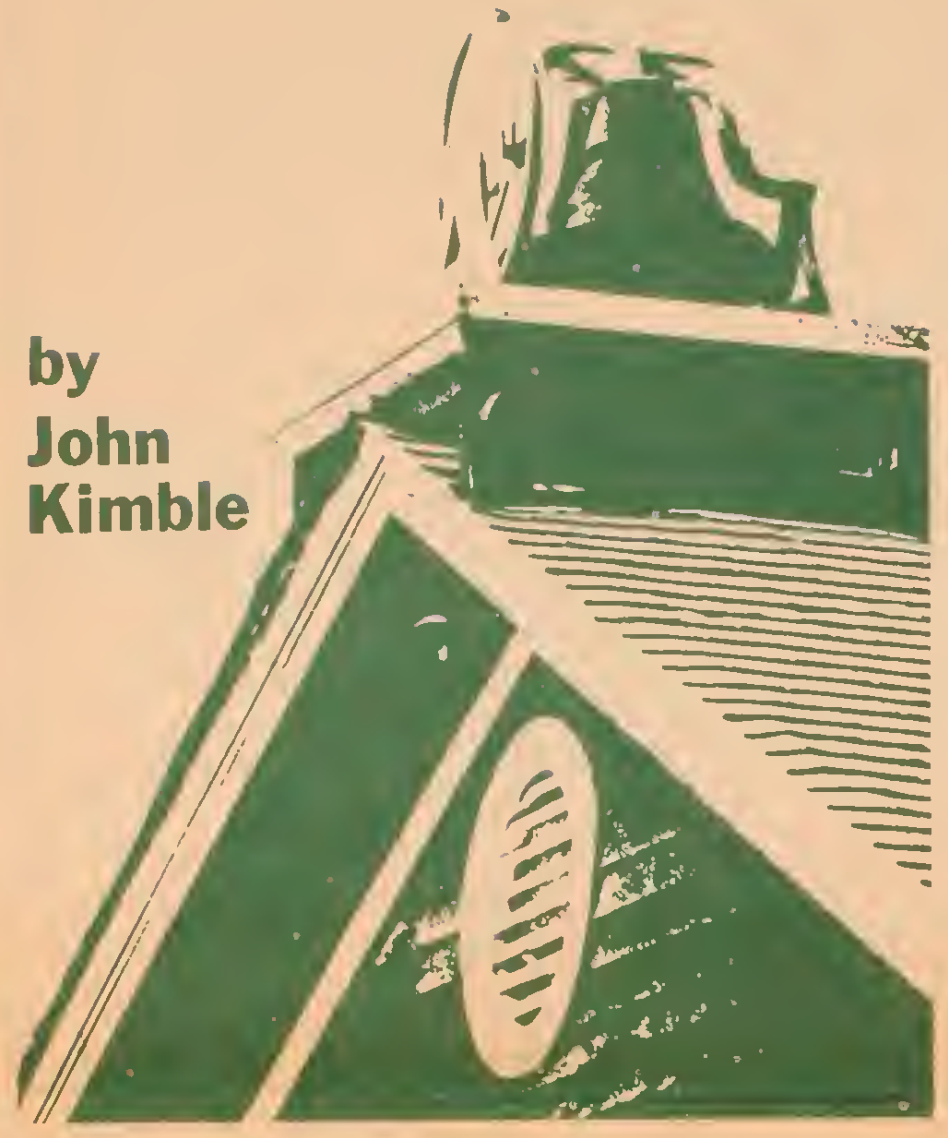
Scott Tucker
Great Falls High School

Bored

I feel like an old book that looks brand new.

Carol
Plenty Coups High School
Pryor

by
John
Kimble



SCHOOL SIZE: more & less ARE ABOUT THE SAME more or less

John Kimble completed his master's degree in applied economics in 1974 at Montana State University, Bozeman, by conducting an economic analysis of the effectiveness of schools of different size. He administered and compared the results of achievement tests for students from schools of various categories of enrollment and, as a second objective, attempted to establish some associations between high achievement and characteristics of students such as social and economic background.

His study recently was published as an Agricultural Extension Service bulletin which was announced in Montana newspapers under headlines concluding that school size doesn't make any difference in student achievement.

What follows is a summary of the study; the conclusions are Kimble's and do not necessarily reflect the opinions or a position of the Office of the Superintendent of Public Instruction.

Has the educational system of Montana shortchanged rural people? There is evidence to show that while rural youth are getting a better education than their parents, their educations still lag behind that of their urban counterparts. Rural students drop out of school at an earlier age, and a smaller percentage of rural students go to college. Those who do go on to school have a hard time competing with the urban students.

The various components of an educational system—teachers, buildings, facilities, curriculum, and programs—are usually of less quality in rural districts than in urban schools. Salaries are lower and, in general, small schools lack the equipment that the large urban schools can afford. Furthermore, students who live in rural areas are hampered by geographical isolation and what is called by sociologists, the "small town milieu." These limitations may inhibit them from learning new behaviors for coping with urban living. The Coleman Report (a 1966 Study commissioned by the Civil Rights Commission of 1964) concluded that the low educational level of the parents and a combination of community factors place rural students at a disadvantage when they enter school.

The majority of Montana's high schools, about 65 per cent, have less than 180 students. These schools account for 20 per cent of the total number of high school students in the state. Sixteen of Montana's largest urban high schools have approximately 50 per cent of the student enrollment.

The problems of rural schools and the costs of schooling have made the issues of school efficiency and educational quality of interest to nearly every citizen. In the last decade, rising costs and increasing taxes have aroused the public's interest in the economics of schools. Accountability and efficiency have become key educational issues.

The purpose of the study was to measure two aspects of that efficiency: student achievement 1) in terms of various school sizes, and 2) in relationship to characteristics of students such as determination to attend college, socio-economic background, school activities and grade point average.

The study described the economics of what is put into Montana schools (resources) compared to what comes out (educational achievement). In other words, there are resource-output relationships that approximate an educational production function.

To measure some of those relationships, the scores on standard achievement tests were compared to certain resources—schools of different sizes.

The achievement test used in the study was the Stanford Achievement Test (SAT), High School Battery—specifically, tests for English, numerical competency, and reading. All public high schools in Montana were listed from largest to smallest according to size of the school. In 1972, there were 47,045 high school students in 167 operating high schools. The list of schools was divided into 10 groups each containing about 10 per cent of the students. The sampling groups were collected into four categories or classes of school size to report the information. They are schools with enrollments of 0-117, 118-261, 262-1,040 and 1,041 and greater. During the study 2,186 students (1,311 sophomores and 875 seniors) were tested representing 10 per cent of the sophomores in the state and seven per cent of the state's seniors in 27 schools representing 16 per cent of Montana schools.

The first of the objectives was to analyze whether or not school size is important in determining student achievement. Based on the results, it seems reasonable to conclude that at the senior level in high school, no significant differences exist in the test scores based on size of the school. This is not true at the sophomore level of high school. The sophomores of the larger high schools do seem to score better on achievement tests than do those from the smaller rural schools. When the mean scores of the individual schools are compared, the seniors' achievement is fairly evenly interspersed throughout rural and urban schools. The ranking of the schools by sophomore mean score seems to place more urban schools than rural schools at the top of the scale.

A comparison of the test scores to national SAT norms reveals interesting results. The average score for the entire test group fell in the fifth stanine ranking which is average for all students taking the test. The percentages of students below the fifth stanine by school size showed only one group with more than 50 per cent of the students at the fourth stanine or below. In schools with less than 118 students, 54 per cent of the seniors tested fell at the fourth stanine or below. In each test administered and for each school size category, the seniors placed a larger percentage of students below the fifth stanine than did the sophomores. In general, the sophomores did much better than the seniors. This might be the result of the sophomores being closer to actual course work in the subject areas tested. From the results, however, it seems that Montana students on the whole do fairly well when compared to the national performance statistics on this particular achievement test. The sophomores compare favorably and the seniors place about average. The sophomores in the largest schools place better than do the sophomores in the other three size classifications. The seniors do not seem to vary much from one size class to another.

The second objective was to analyze factors that affect student achievement and to determine whether or not these factors vary in different size schools. Twelve variables were chosen to represent the school, the student, and socio-economic status.

The variables represent information collected about 1) social and economic background including community, home and school, 2) attitude toward school, 3) expenditures per student, 4) school size, 5) father's educational level, 6) certain material items in the home such as number of television sets, 7) reading material in the home, 8) number of cars in the family, 9) private room and ownership of car by the student, 10) intentions toward attending college, 11) participation in school activities and 12) number of hours worked after school. In addition, all these variables were figured with and without an additional variable—grade point average.

Grade point average had the most significant positive value or relationship to achievement. That is, students with high GPA's scored highest on the tests. The second important characteristic was the student's plans for college,

which is a predictable association since students expecting to attend college certainly would be most likely to maintain the highest grades. The next most significant value, although in a negative way, was expenditure per student. The more spent per student, the lower the achievement. This may reflect the high costs per student of education in rural schools.

Student involvement in school activities such as student government and athletics were the next in line in relation to significance to achievement, and both correspond positively to the SAT score. Students involved in school affairs are also those with the best scores. These values were closely followed by attitude toward school and amount of reading material in the home. Again, these were positive relationships so the assumption is that students with high achievement are students with positive attitudes toward school coming from homes with ample reading material. Two variables with slightly less reliability in the data also show positive relationship. The father's educational level and the number of cars in the home correspond positively to high achievement. Variables with no overall statistical significance were school size, items in the home, private room and car and hours of work outside the school.

For all students as a group, GPA, school attitude, per student expenditure, reading material in the home, college intentions, and extracurricular school activities were the most important variables in reflecting student achievement. School size was not significant. When GPA was dropped as a variable, three other variables—father's education, own room and car, and number of hours the student worked at a job—became significant. In both cases, per student expenditures had a negative effect on achievement. It appears that student measures such as GPA and school attitude, and socio-economic measures such as reading material and college intentions have the strongest relationship to student achievement.

Analysis of the equations according to different size schools strongly suggests that the factors differ in their influence on achievement depending on whether the factor is being studied in rural or urban schools. In the smallest rural schools, only two variables are strongly significant—GPA and cars in the family. When GPA was omitted as a variable, college intentions and extracurricular school activities became significant. In the classification for the largest schools, the equation shows four significant variable—GPA, per student expenditures, items in the home, and college intentions. Omitting GPA changes the influence of the father's educational level. Per student expenditure has a negative effect on achievement in both equations. The other two size classes show much stronger relationships to the variables. Only in schools of a size having 118-261 students is school size a significant variable. In schools of 262-1,040 students, neither school size nor per student expenditures are significant. Hours worked at an outside job show a negative relationship to achievement in this size school.

The rural schools seem to have different variables influencing achievement than do the large urban schools. Socio-economic backgrounds of the students seem to have the most influence on achievement. There does seem to be a relationship between school inputs and socio-economic status. Both affect achievement.

The study did not provide an answer to the problems of school productivity. It does suggest that there is something more to increasing the output of quality than increasing funding. It does support some ideas that different schools of the same size may have to spend different amounts to maintain achievement at a consistent level. There are variables beyond the control of the school system that affect student achievement which must be taken into consideration in estimating a school production function.

The findings highlight the need for continous efforts to specify the relevant outputs of the educational system as well as the optimum input levels. Such information is crucial to good decision making with respect to human resource development.

In conclusion, the rural student seems to do about as well as the urban student, yet the variables influencing achievement differ for the rural student. The results may indicate a need for policy changes. The data suggest the conclusion that most high school students do not much benefit by attending the last two years of high school. In terms of our measures of achievement, the sophomores show generally higher levels of achievement than do the seniors. Based on this, it is possible that students could be directed into university or other vocational training at an earlier grade level. This analysis also casts doubt on aid to schools from the state or federal governments for grades eleven and twelve in the subject areas tested. Obviously, enrichment programs add to a student's educational development in ways not measured in this study. The lack of differences in achievement between large and small schools also opens the consideration of school consolidation. If no significant difference in achievement is evident, then greater economy of operation—savings of tax dollars—might be accomplished through school consolidation. The idea that different combinations of inputs are required for different schools may have implications in the area of school finance. To achieve a same desired level of achievement, two schools of equal size must consider different inputs at different costs. This leads to the conclusion that equal educational opportunity is not achieved through equal expenditures.

$

Preliminary planning for fall regional workshops sponsored by the State Superintendent's office has produced four workshop sites and dates for the eastern part of the state. They are: Glendive, Aug. 30; Wolf Point, Aug. 31; Lewistown, Sept. 2 and Havre, Sept. 3. The regional workshops will feature sessions for all academic areas and grade levels based on the interests expressed in a survey of those attending previous workshops. Regional workshops were initiated in 1973 as a more efficient way to provide inservice training services from the Superintendent's office. Workshops are open to all educators and trustees regardless of whether or not the districts schedule the workshop dates as pupil-instruction-related days for their schools. Dates in January are being considered for workshops in northwestern, western and southcentral Montana. Inquires may be directed to Duane Jackson, School Community Assistance Coordinator in the State Superintendent's office, State Capitol, Helena 59601.

A statewide conference for Title IX coordinators is planned at Rocky Mountain College, Billings, on May 6 and 7. Coordinators who have attended workshops and receive Title IX coordination services from Mary Leonard-Connor of the State Superintendent's office should plan to attend the activities on May 6. Coordinators from the eastern part of the state who have attended workshops by the Search For Equal Education (SEE) Institute are invited to attend the conference on May 7. Leonard-Connor invites teachers who have developed innovative ways to remediate sex stereotyping in the classroom to write or call her on the education hot-line (1-800-332-3402) to describe their projects. Five teachers in both elementary and secondary levels will be offered an expense-paid trip to the conference to present their model projects. Information about reimbursement for travel to the conference for both dates will be sent to schools in April. Jean Dimich, Director of SEE, will notify each coordinator in her region of additional details about the conference. More information may be obtained from Joyce Gray in the State Superintendent's office, State Capitol, Helena, or on the education hotline at the number given above.

Summer traineeships will be available for special education personnel attending summer sessions in approved special education programs. Priority will be given to those applicants who need additional course work to complete credentials in special education. Applicants must be under contract to work in the public schools in special education during the 1976-77 school year. The award will be $25 per credit up to a total of $300. Applications may be obtained from the Supervisor of Special Education in the Office of the Superintendent of Public Instruction, State Capitol, Helena, 59601. Applications should be submitted to the Special Education Regional Coordinator by May 1. Selection will be made by the regional councils, and recipients will be notified by May 15.

Ten Montana schools have opened their doors to the state as demonstration centers for exemplary physical education programs. Dave Oberly, Health and Physical Education Supervisor in the State Superintendent's office, said the centers were selected by the President's Council on Physical Fitness and Sports and by the State Superintendent's office to encourage schools in their fitness programs and to provide a way other schools can obtain information about sound innovations in physical education. If possible, please provide one week of notice in making arrangements to visit a demonstration center.

Bozeman
- Irving Elementary School (Grades 1-4) Boyd O'Connel, Principal, phone 587-5585

Billings
- Billings West High School, Grades 10-12
- Billings Senior High School, Grades 10-12
- Will James Junior High School, Grades 7-9, Jim Dutcher, Assistant Superintendent, Physical Education and Athletics, phone 248-7421

Great Falls
- Charles M. Russell High School, Grades 10-12
- Meadow Lark Elementary, Grades K-6
- Lewis and Clark Elementary, Grades K-6, Jim Grant, Director of Physical Education and Athletics, phone 761-5800

Helena
- Capital High School, Grades 9-12
- Rossiter Elementary School, Grades 1-6
- Lincoln Elementary School, Grades 1-6, Lander Fred, Director of Physical Education and Athletics, phone 442-2625.

CAPSULES

continued

The Advisory Council of ESEA Title IV will meet for its annual public session in Bozeman on May 3. Convening at 9 a.m. at the Ramada Inn, the meeting is designed to create an awareness of federal education programs and to allow comment on its administration. Title IV of the Elementary and Secondary Education Act provides funds to eligible school districts in Montana for the purchase of library resources, instructional equipment and guidance and counseling services. In addition, money will be made available later this year for the development and dissemination of promising educational practices. The 13 members of the advisory council represent a variety of professional and educational interests. The council is responsible for the evaluation of all projects funded under the title and provides recommendations to the Superintendent of Public Instruction, Dolores Colburg, and the office staff about other aspects of the program. Additional information is available from Harley Ruff, ESEA Title IV Supervisor, Office of the Superintendent of Public Instruction, State Capitol, Helena 59601.

The Montana Library Association will have its annual conference May 6, 7 and 8 at the Colonial Inn in Helena. The conference will open Thursday evening at the State Historical Library and will include two general sessions, divisional meetings and several mini-workshops designed for school, public, academic and special librarians. Several activities will concern the state referendum for a statewide property levy of one mill to assist Montana's public libraries. School librarians probably will be most interested in workshops on 1) networking, which involves cooperative efforts for all types of libraries, 2) sex role stereotyping in print materials, 3) books for the bicentennial, 4) Montana history in pictures, 5) library development and 6) legislation. The school library media divisions will present sessions on 1) new guidelines from the American Library Association for Educational Communication and Technology, 2) developing selection policies, 3) school library orientation, 4) maintenance of audio-visual equipment 5) tape recordings in the classrooms, 6) planning for purchasing and 7) audio-visual activities for elementary social studies. Monica Kittock, Library-Media Supervisor in the State Superintendent's office will present plans for school library media development in Montana at a breakfast meeting May 8. More information can be obtained by calling Monica Kittock through the education hotline (1-800-332-3402).

CLASSIFIED

SURPLUS PROPERTY has the following items, available only to Montana schools, public and private hospitals and civil defense units. Surplus property is not available for the use of private citizens. All property must be purchased by the district or institution requesting it. Orders for less than $5 are not accepted.

Socket Extension- ¾" drive, 8" long	$ .75 each
Electric Junction Boxes- 3" square x 1½ deep	$ .10 each
Door Spring- 16" long, ½" dia., w/hooks	$ .10 each
Spring Paper Clips- 2" wide	$ .10 each
China Pencil- White & Green	$ .35 doz
Tab Index- w/pica space inserts	$ .25 box
Rubber Stamp Rack- Holds 24 stamps	$ 1.00 each
Shelter Halves- Canvas, 54" x 64" (New)	$ 1.75 each
Wet Weather Parka- Size 38 to 40 (New)	$ 1.75 each
Cellophane- 33 lb. rolls, 12" wide	$ 8.00 roll
Laminated Glass- 13¼" x 28½" x ¼" (Clear)	$ 3.50 each
Oakum- 5 No. box (New)	$ 1.00 box
Ammo Boxes- 3½" x 10" x 7" H	$ 1.00 each
Rucksacks- (New)	$ 3.00 each
Screwcap Bottle- 2 oz. colorless (72 in pkg.)	$ 2.00 pkg
Face Targets- 36" x 36" (New)	$ 1.25 each
Water Pitchers- 2 Quart, Stainless Steel (New)	$ 2.25 each
Nylon Cargo Sling- 20,000 lb. test (Makes good tow lines) 20' long	$ 8.00 each
12' long	$ 6.00 each
Cotton Bandage- Plaster of Paris Impregnated, Fast Setting, 3 in. x 3 yds., Box of 12 rolls (Good for Art Classes)	$ .30 box
Litters- Wood Handle with Heavy Canvas (New)	$ 8.00 each
Metal Desk Trays- 10" x 15" x 3" deep (New - some rusted slightly)	$ 1.00 each
Metal Book Ends- Red or Yellow	$ .60 pair
Electrostatic Copy Paper- 10½" x 500 ft. rolls- Pitney Bowes 552-A for 260 Copier (2 rolls per carton)	$ 5.00 carton

W. J. Ernst, Supervisor, Surplus Property Program, Office of the Superintendent of Public Instruction, State Capitol, Helena 59601.

The U.S. Office of Education has arranged with the Educational Testing Service (ETS) to offer FREE of charge to qualified refugees of the Viet Nam war the ETS Test of English as a Foreign Language. The test is used by many universities and colleges in evaluating English proficiency of foreign students and normally costs $15. To be eligible, students must be certified by the U.S. government to be a Vietnamese or Cambodian refugee and must be in the process of applying for admission to or already be admitted to a college or university. Applicants should seek more information about the fee waiver from schools to which they are applying rather than from the Office of Education or ETS.

Although the time is short, the GOVERNOR'S ORIGINAL MANSION sends a reminder that the monument is open to chaperoned school groups at 25 cents for each member of the group during the remainder of April. The exceptionally well preserved mansion built in the 1880's is located at 304 N. Ewing, Helena. Its hours are 9 a.m. to 4 p.m. weekdays except Monday.

The Charlotte Drug Education Center, Charlotte, N.C., has published a book of activities which encourages group interaction and communication about DRUG ABUSE. More than 50 activities are included in the book which is edited by a medical doctor. To obtain a free copy, write Bill Elliott, ESEA Title III Supervisor, Office of the Superintendent of Public Instruction, Helena 59601.

Students with "significant communication problems" can have a summer of intensive therapy at the University of Montana Summer Residence Program. It provides constant care and up to five sessions of therapy per day for 25 students. The program is for students 11 years of age and older who have a disability that could reduce employment opportunities, academic progress or personal adjustment, according to Kelly Lyndes, of the Communications and SPEECH DISORDERS Department at the University. He said the course provides a staff of eight speech clinicians, full-time psychologist and learning disabilities specialist as well as a consulting medical doctor and assistance from second-year graduate students. Students are housed in a university dormitory with two live-in house parents and a recreation counselor who provides a planned recreation course. The cost of the residence course can be incorporated in special education budgets. Students who attend by the use of special education money must be referred through regional child study teams. Also, money for the program is available from the state Vocational Rehabilitation program for students of families already qualified for rehabilitation services. For more information and application forms, write Kelly Lyndes, Department of Communication Sciences and Disorders, University of Montana, Missoula, 59801. The application deadline is May 31.

Athletic events for developmentally disabled children will be conducted at the Montana SPECIAL OLYMPICS State Games May 20-23 at Eastern Montana College in Billings. To qualify, athletes must be enrolled in a public school, state institution or private school and be at least 8 years of age. Events include track and field, swimming, bowling, volleyball and gymnastics. Don Byers, Director of the Montana Special Olympics Association, 801 2nd Avenue N., Great Falls 59401 has more information.

The International Teaching Exchange Fellowship will be accepting applications until June 1. The Fellowship offers year-long TEACHING EXCHANGES for positions in the state of Victoria, Australia. Educators from Britain, France, Germany, Canada and the United States will be competing for positions which provide for the exchange of homes and automobiles in addition to jobs. This year Dale Duff, chairman of the social science department of Lincoln County High School, Eureka, has exchanged positions with Murray McAlister, acting headmaster of Hallam High School near Melbourne. More information and application forms are available from Ralph G. Hay, Executive Assistant, Office of the Superintendent of Public Instruction, State Capitol, Helena 59601.

The Montana Advisory COUNCIL ON CHILDREN AND YOUTH is sponsoring its mid-decade conference May 6-8 on the Campus of Eastern Montana College, Billings. The purpose of the Council's special session is to bring attention to positive programs for youth and to encourage discussion about the role of the new constitution in all areas of child welfare. Gov. Thomas Judge will address an open session May 7. Registration will be completed during a display called a children and youth program fair. A few of the workshop topics are alcoholism, human sexuality, employment, precision teaching, and children of divorce. Participation in the conference is limited to 200 youths and 200 adults. The approximate cost is $10. More information is available from Clark Welch, Conference Chairman, Montana Advisory Council on Youth, P. O. Box 1723, Helena 59601, 449-3960.

Elementary and secondary schools can apply for affiliation with the NATIONAL HUMANITIES FACULTY which could result in $12,000 worth of "service grants" to strengthen courses and programs of instruction in the humanities. The grants provide 15 days of residence assistance by what the Humanities Faculty calls nationally recognized humanists. Other benefits of affiliation are participation in regional symposia and two national workshops. Write for information from Arleigh D. Richardson, Director, National Humanities Faculty, 1266 Main St., Concord, Mass. 01742.

Second-class postage paid at Helena, Montana 59601.

TO: